

### Colorado CTE Course – Scope and Sequence

<b>Course Name</b>	<b>Catering 2</b>		<b>Course Details</b>	<b>120 45-minute periods or 60 90-minute periods (semester long course)</b>	
<b>Course Description</b>	<p><b>Catering 2</b>                  This two-semester program is designed for students with career interests in the food industry as well as owning their own catering business. The purpose of this course is to develop skills in quantity, food preparation, safety and sanitation, planning, customer service, business plans and entrepreneurship.</p>				
<b>Note:</b>	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledgeThe technical standards for Family and Consumer Sciences are found on the National Administrators for Family and Consumer Sciences website at <a href="https://www.cde.state.co.us/standardsandinstruction/essentialskills">LEAD FCS NATIONAL STANDARDS</a>				
SCED Identification #	Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.				
All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at <a href="https://www.cde.state.co.us/standardsandinstruction/essentialskills">https://www.cde.state.co.us/standardsandinstruction/essentialskills</a> ..					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment LEAD FCS NATIONAL STANDARDS	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
UNIT 7: CUSTOMER SERVICE	2-3 weeks	<b>CATR 04.07- Demonstrate the concept of internal and external customer service.</b>	5.1-Outline the duties of each member of the service staff  5.1-Summarize the traits servers need to have to provide excellent customer service.  5.1-Compare and contrast the different types of beverage service.	Optional Assessments: Page 138 (#11)- Page 139	Hospitality and Tourism

			<p>5.2-Describe the server's role in greeting customers and taking orders</p> <p>5.2- List the order of service for a meal</p> <p>5.2- Demonstrate how to total a check and accept different forms of payment</p>		
UNIT 8: KITCHEN BASICS PART 2	3-4 weeks	<b>CATR 04.03 Demonstrate industry standards in selecting, using, and maintaining food production and food service equipment.</b>	<p>9.1- Explain the roles of different stations in a professional kitchen</p> <p>9.2- Categorize the different types of professional receiving and storage equipment.</p> <p>9.3- Explain the maintenance and sanitation for preparation equipment.</p> <p>9.3- Compare the different heat sources used in cooking.</p> <p>9.3- Categorize the uses of different types of clean-up equipment.</p>	Choose Assessment Option: Page 248-249	

			<p>9.4- Identify the uses of hot food holding equipment.</p> <p>9.4- Evaluate the uses of service equipment of different types of clean-up equipment.</p> <p>9.4- Identify the uses of hot food holding equipment.</p> <p>9.4- Evaluate the uses of service equipment.</p>		
UNIT 9: CULINARY APPLICATIONS & BAKING	4-5 weeks	<p><b>CATR04.05 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs.</b></p> <p><b>CATR 05.02 Analyze recurring and evolving family, workplace, and community standards.</b></p> <p><b>CATR 05.04 Implement practical reasoning for</b></p>	<p>11.1- Summarize the six categories of nutrients.</p> <p>11.1- List the types of uses of food additives.</p> <p>11.2- Explain the purpose of the Dietary Guidelines for Americans, nutrition labels, and MyPlate.</p> <p>11.2- Analyze how age, activity level, lifestyle, and health influence dietary needs.</p>	<p>Choose assessment option:</p> <p>Ch 11- pg. 303-305</p> <p>Ch 24- pg. 633-635</p> <p>Ch 25- pg. 668-669</p> <p>Ch 26- pg. 702-703</p> <p>Ch 27- pg. 726-727</p> <p>Ch 28- pg. 744-745</p> <p>Ch 29- pg. 776-777</p>	Culinary Arts

		<p><b>responsible action in families, workplaces and communities.</b></p> <p><b>CATR 05.05- Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action.</b></p>	<p>11.3- Evaluate cooking methods to prevent nutrient loss.</p> <p>11.3- Outline ways to reduce the amount of fat, cholesterol, and sodium in recipes.</p> <p>24.1- Identify the types, characteristics, and proper storage of pasta.</p> <p>24.1- Outline the best ways to cook pasta.</p> <p>24.1- Explain how to serve pasta.</p> <p>24.2- Describe different varieties of rice.</p> <p>24.2- Identify common grains.</p> <p>24.2- Demonstrate various cooking methods used for rice and other grains.</p> <p>25.1- Distinguish between the different market forms of fruit.</p> <p>25.1- Identify dry and moist methods of cooking fruit.</p> <p>25.2- Identify the purchasing and storage</p>		
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			<p>for fresh, canned, frozen, and dried vegetables.</p> <p>25.2- Describe dry and moist cooking methods for vegetables.</p> <p>25.3- List the various types and quality characteristics of legumes.</p> <p>25.3- Describe the process of preparing and cooking legumes.</p> <p>26.1- Explain baking formulas.</p> <p>26.1- Describe the function of various bakeshop equipment.</p> <p>26.1- Identify bakeshop tools.</p> <p>26.2- Identify the different categories of ingredients and their roles in the baking process.</p> <p>26.2- Compare and contrast different dough mixing methods.</p> <p>27.1- List yeast dough ingredients and their functions.</p>		
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			<p>27.1- Distinguish between the three different types of yeast dough.</p> <p>27.1- Summarize the characteristics and uses of rolled-in-fat yeast doughs.</p> <p>27.2- Describe the mixing methods for yeast doughs.</p> <p>27.2- Outline the stages in properly preparing yeast doughs.</p> <p>27.2- Demonstrate the baking of quality yeast breads.</p> <p>27.2- Illustrate how to cool, store, and serve yeast breads.</p> <p>28.1- Compare and contrast the biscuit, blending, and creaming methods of mixing.</p> <p>28.1- Illustrate the steps required to make quality biscuits.</p> <p>28.2- Explain the blending and creaming methods of mixing muffins.</p>		
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			<p>28.2- Describe how to make quality loaf quick breads.</p> <p>28.2- Outline the steps used to make quality muffins.</p> <p>29.1- Distinguish between crisp, soft, and chewy cookies.</p> <p>29.1- Describe types of cookies, and the methods for mixing, baking and storing them.</p> <p>29.2- Differentiate between different types of cakes and their ingredients.</p> <p>29.2- Summarize how to mix, prepare, bake, and ice cakes.</p> <p>29.3- Identify pie dough ingredients and types.</p> <p>29.3- Describe the process of making different types of pies.</p> <p>29.4- Compare and contrast the methods for making and storing specialty desserts.</p>		
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<p>UNIT 10: MENU PLANNING AND COSTING</p>	<p>2-3 weeks</p>	<p><b>CATR 04.04</b>  <b>Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.</b></p>	<p>12.1- Categorize the factors that influence a menu.</p> <p>12.1- Describe the types of menus used by food service establishments.</p> <p>12.2- Evaluate basic menu planning principles.</p> <p>12.2- Define menu styles and design guidelines.</p> <p>12.2- Explain different menu categories and how they are typically listed.</p> <p>13.1- Explain how standardized recipes help maintain product consistency.</p> <p>13.2- List different recipe measurements and when each is used.</p> <p>13.2- Give examples of the factors that affect recipe conversion.</p> <p>14.1- Evaluate the factors involved in purchasing</p> <p>14.1- Describe the procedure for receiving</p>	<p>Choose assessment option:  Ch 12: Page 326-327  Ch 13: Page 344-345  Ch 14: Page 366-367</p>	
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